

Reading

- Predicting what might happen on the basis of what has been read so far.
- Discussing and clarifying the meanings of words and phrases, linking new meanings to known vocabulary.
- Answering and asking questions and participate in discussion about books.
- Know non-fiction books are structured in different ways.
- Discussing the sequence of events in books and how items of information are related.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Recognising simple recurring literary language in stories and poetry.
- Making inferences on the basis of what is being said and done.
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Makes links between the book they are reading and other books that they have read.
- Retelling a wider range of stories, fairy stories and traditional tales.

Writing

The pupil can, after discussion with the teacher:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional).
- write about real events, recording these simply and clearly.
- Use capital letter in most sentences.
- Use full stops in most sentences.
- Use a question mark when required.
- Using present and past tense mostly correctly and consistently.
- Using co-ordination (and/or/but) to join clauses.
- Using subordination (when/if/that/because) to join clauses.
- Segment spoken words into phonemes and representing these by graphemes, spelling many correctly, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spelling many common exception words.
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case.

Spellings

door	gold	path	busy	plant	clothes
floor	hold	bath	people		
Poor	told	hour	water		
because	every	move	again		
find	great	prove	half		
kind	break	improve	money		
mind	steak	sure	Mr		
behind	pretty	sugar	Mrs		
child	beautiful	eye	parents		
children	after	could	Christmas		
wild	fast	should	everybody		
climb	last	would	even		
most	past	who			
only	father	whole			
both	class	any			
old	grass	many			
cold	pass				

Handwriting

a b c d e f g h i j k l m n o p q r s t u v w x y z

Printed

The quick brown fox jumps over the lazy dog.

Diagonal joins to letters without ascenders, diagonal join to the letter 's',
diagonal join to the letter 'e'

Mathematics

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus.
- The pupil can add 2 two-digit numbers within 100.
- The pupil can use estimation to check that their answers to a calculation are reasonable.
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required.
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems.
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary.
- The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.
- The pupil can use different coins to make the same amount.
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given.
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes.

Times Tables

$1 \times 2 = 2$	$1 \times 5 = 5$	$1 \times 10 = 10$
$2 \times 2 = 4$	$2 \times 5 = 10$	$2 \times 10 = 20$
$3 \times 2 = 6$	$3 \times 5 = 15$	$3 \times 10 = 30$
$4 \times 2 = 8$	$4 \times 5 = 20$	$4 \times 10 = 40$
$5 \times 2 = 10$	$5 \times 5 = 25$	$5 \times 10 = 50$
$6 \times 2 = 12$	$6 \times 5 = 30$	$6 \times 10 = 60$
$7 \times 2 = 14$	$7 \times 5 = 35$	$7 \times 10 = 70$
$8 \times 2 = 16$	$8 \times 5 = 40$	$8 \times 10 = 80$
$9 \times 2 = 18$	$9 \times 5 = 45$	$9 \times 10 = 90$
$10 \times 2 = 20$	$10 \times 5 = 50$	$10 \times 10 = 100$
$11 \times 2 = 22$	$11 \times 5 = 55$	$11 \times 10 = 110$
$12 \times 2 = 24$	$12 \times 5 = 60$	$12 \times 10 = 120$



Parent's Guide Year 2 End of Year Expectations